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ABSTRACT

Presented is the final report of a 3-year project to establish a prototype program for the preparation of specialists in the education of deaf-blind multihandicapped children. Brief sections cover the following topics: program objectives (primarily to prepare specialists in deaf-blind education to operate in a variety of roles and work in a variety of settings); the initial program (one year of undergraduate study, one academic year of graduate study, and two summers of coursework and practicums); program adjustments, modifications, and revisions; selection of students; program milestones (such as the approval and support of the program by the Bureau of Education for the Handicapped); and slippages (including that supervision of students was not as intense as desirable). In the summary, it is concluded that the results of the program were positive. Among appendixes are a list of competencies and instructional activities for each program goal; a list of professional centers offering services to deaf-blind children; and a list of the job placements obtained by each student in the program. (SBH)

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Final Report
OEG-0-71-4137
Three Year Project (1971-74)
Katherine I. Best
Project Director

Title: A program to Prepare Specialists in Deaf-Blind Education

Contribution to Education: This program was established to prepare a much needed type of specialist whose skills and knowledges will enable him/her to develop new programs for deaf-blind children throughout the United States and to fill the roles of the specialists required for these innovative programs.

Results: During its tenure this project (1) established a prototype program for the preparation of specialists in the field of education of deaf-blind multihandicapped children, (2) permitted a refinement of this prototype to the present established program and (3) placed into the field a number of specialists whose work has already demonstrated the merits of providing adequate educational services to deaf-blind multihandicapped people. All graduates of the program during this period were employed working

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with the deaf-blind except one who directs a program concerned with the education of blind retarded individuals.

I. Introduction

This three year project (1971-74) was devised to provide more adequate preparation for professional workers responsible for the educational needs of deaf-blind children than was heretofore available. Although Boston College had been one of the major settings concerned with the preparation of teachers of deaf-blind children, the Special Study Institute sponsored by the Oregon College of Education and the U.S. Office of Education in March 1971 emphasized that such traditional preparation could not provide the type of personnel needed to work with the bulk of the deaf-blind population. Thus, as the original proposal stated, Boston College planned "to strengthen, expand, and move in new directions in its program of preparing personnel to work with multihandicapped children."

Boston College established its program for the preparation of teachers of deaf-blind children with the cooperation of the Perkins School for the Blind and with the financial support of the Bureau of Education for the Handicapped in 1965. In working with the Perkins School which at the time provided educational

services for more deaf-blind children than any other educational agency, Boston College's program for the preparation of teachers of the deaf-blind tended to be directed toward the needs of Perkins and similar traditional settings. As the population at Perkins at that time appeared to be carefully selected and included those who seemed to have more potential than most others so handicapped the program for students in the Boston College program tended to involve preparation and experiences that did not equip them to work with the larger segment of this population which included many children and youth with more serious handicaps and a greater variety of concomitant disabilities.

After attending the Oregon Conference and meeting with the director of the Boston College Division of Special Education and Rehabilitation, Dr. John Eichorn, and others concerned with some phases of the program such as Dr. Jean Mooney and Ms. Wilma Hull as well as some of the concerned Perkins School personnel, Dr. Katherine Best, coordinator of the Boston College deaf-blind program, sketched out a draft of a proposal for a drastically revised deaf-blind program with innovative features which would provide preparation in far greater depth and breadth and with a variety of experiences far more allied to the population needing services. After discussions with Ms. Josephine

Taylor of the Bureau of the Education for the Handicapped (B.E.H.), directors of the various centers for the deaf-blind and other concerned people, Dr. Best wrote the proposal for the new program and requested support from B.E.H. On June 15, 1972 approval and funding for the sum of $76,680 was received. Support was continued for the following two years as originally requested. Since that time the program has received support as part of the total special education program at Boston College.

2. Objectives

In brief, it was proposed that the new program prepare specialists in deaf-blind education and could operate in a variety of roles and work in a variety of settings (particularly of a non-institutional nature). To accomplish this the preparation should enable the trainee: (1) to develop new and better ways to stimulate multihandicapped persons toward developing to their full potentials; (2) to be able to plan, initiate, and evaluate programs to meet the educational needs of such children and youth; and (3) to aid in the charting of the future course of education of multihandicapped (deaf-blind) persons. As this was a program aimed at providing for a nation wide need, students were to be recruited nation wide.

3. Initial program

The prototype program involved one year of undergraduate study (senior year), one academic year of graduate study, plus two summers of coursework and practica. During the first year students were selected from the Boston College School of Education because of recruitment time restraints. Ten students were admitted to the senior year--the initial year of this two year program. At the end of this year the "old" masters degree program for preparing teachers of deaf-blind children was to be phased out. Thus, those entering the new program after completing their senior year and receiving a baccalaureate degree continued into the second year of the program and were awarded the M. Ed. degree on completion of all requirements. At the end of their senior year these ten novitiates were replaced by ten more seniors who were recruited from a number of colleges and universities. It should be noted students receiving the baccalaureate are not certifiable until they complete their M. Ed. degree. Graduate students were also admitted and their programs were adjusted to meet their individual needs.

From the outset this program had a number of innovative motifs deserving laudation. These include: (1) "courses" in interpersonal relationships which focus upon the neophite professional and his/her ability

to work with people--enabling such individuals to look at themselves and to discover the social techniques which s/he could use to be a most effective worker with multihandicapped individuals. (2) In depth knowledge and experience with the multihandicapped individuals utilizing not only existing affiliates such as the Developmental Evaluation Center at the Children's Hospital, the Boston College Campus School (for multihandicapped children), and the Perkins School for the Blind, but many centers throughout the United States including Callier Hearing and Speech Center, Mountain-Plains Regional Center for Deaf-Blind, Northwest Regional Program for Deaf-Blind, Multihandicapped Children, Southeast Center for Deaf-Blind children, and Oak Hill School for the Blind. (3) Wide use of audio and video tapes for learning and assessment purposes. (4) A wide variety of experiences including practica in administrative and supervisory situations (as well as in teaching). (5) An advisory board involving the major people concerned with the educational welfare of deaf-blind children and youth. (6) Concern for the early childhood and home teaching needs for multihandicapped children. (7) Varied communication skills of value to members of the concerned population.

4. Program adjustments, modifications and revisions

Each year of its existence some forms of experience and assessment dictated changes. Such information was presented to the Advisory Board and on its recommendation specific changes were enacted. These changes included the extension of the interpersonal relations "course" to two semesters, a more indepth behavior modification experience, a better understanding of physical and occupational therapy, an increase in the final practicum phase from two five week periods to two seven week periods, and an addition of a course concerned with working with parents.

5. Selection of students

Initially the students were selected from the junior class at Boston College. Only those who have evidence of a commitment to education of the multihandicapped and who expressed a willingness to relocate anywhere in the United States were admitted. Also of concern in the selection process was the student's freedom to move about for practicum experiences as well as their having the physical and "mental" stamina needed for such a challenge.

The following year students were recruited and admitted from other universities (both graduates and undergraduates). Effort was expended in endeavoring

to recruit students from other parts of the country, but at the time it seemed difficult because of the lack of available campus housing for such students. However, as the report for the final year of the project revealed and as next year's annual report for the current program will show, this goal has been accomplished.

6. Program Milestones

The report of the final year of this project indicated that the major milestone of this program was the establishment of a quality curriculum which could be replicated in other sections of the country. But this milestone was attained only as a result of a number of previous milestones. And, it is hoped such milestones will continue in order that the program can reflect changing needs of the multihandicapped and seriously handicapped populace as dictated by the ever increasing social awareness of the community's responsibility for the welfare of this segment of society.

In chronological order the milestones for this program leading to its present status are:

1) accumulation of comparative data at the Oregon Conference which helped to reveal the realities of the plight of deaf-blind, multihandicapped children and youth.

2) The encouragement received from B.E.H. personnel

regional directors, and Boston College administrators to construct a program to help meet the needs for personnel to work with this segment of the population.

3) the construction of the initial curriculum.

4) the approval and support of the program by B.E.H. (June 1971).

5) the development of the first summer practica.

6) the first Advisory Board Meeting in May 1972, Dartmouth, Massachusetts (included were the directors of all the regional centers). This meeting resulted in a very careful review of the initial program and its progress to date and recommendations for improvement.

7) the second Advisory Board Meeting in Dallas, Texas in April 1973. The first "long range" review of the program resulting in change particularly in practica.

8) the first administrative internship experience innaugurated--students placed in the various regional centers administrative offices.

9) graduation of the first students in the "new" program--all were employed, some in administrative positions.

10) third Advisory Board Meeting at Hyannis, Massachusetts. This meeting included special invited guests and students in the program which helped to set the scene for a more comprehensive review of the

program and a consideration of the direction it should take.

11) approval of federal funds which would provide a new full time staff member.

12) approval of university funds to add to existing funding, enabling full time secretarial services.

In summary, such milestones permitted the program to move toward the obtaining of the proposed objectives of preparing professional personnel to work with deaf-blind/multihandicapped children. Such preparation provided the students the knowledge and experience which would enable them to acquire the stated competencies (See Appendix A.).

7. Slippages

It would seem that ambitions are always loftier than attainments. But with the constant guidance of all those professionals concerned with the welfare of deaf-blind children most goals of this program were attained. However, the following goals were not attained to the degree desired during the three year period:

1) initial student enrollment did not include as wide a geographical distribution as desired.

2) supervision of students was not as intense as desirable due to (a) limited Boston College staff, (b) the inexperience of the personnel at some of the

facilities used for practica.

3) parents of deaf-blind children were involved too minimally. Parents of the Boston College Campus School children and the parents with whom the students and to whom the Advisory Board related was the only input.

8. Summary

In retrospect this program set the pace for programs for preparing educational personnel to work with deaf-blind children. It reached its major goal of serving initially as a national level program by endeavoring to meet the needs of personnel of the various regional centers (and the settings responsible to these centers) by molding the coursework and experiences according to the recommendations of those responsible for the welfare of these children and by placing students during their practica in many centers and settings throughout the United States including Massachusetts, Rhode Island, Vermont, Connecticut, Texas, New Mexico, Oregon, North Carolina, Alaska, the Virgin Islands, etc. (See Appendix B).

Such broad experiences coupled with the constantly evolving curriculum enable the student to acquire the avowed competencies needed to reach the stated goals. The length of the program (24 months) and its intensity (utilizing vacation periods) afforded time which permitted

the acquisition of both coursework and experiences in the breadth and depth desirable. Thus students were able to accept positions in a variety of settings concerned with the welfare of severely, multihandicapped deaf-blind children. And, although some appeared to find initially the challenge of the "real life" service to such children difficult from reports all seem to have demonstrated that their learnings have enabled them to provide much needed services which often these children heretofore failed to have.

In 1973 the first ten students enrolled in this new program were graduated. Many teaching positions were available to these novices because of their special preparation and because knowledge of their training had distended from such sources as the regional centers and the practica stations where these students had their field work. (Parenthetically such a rippling effect of this broad professional involvement was to be reflected in the geographical distribution of new applicants). Because of the diversification of their preparation these students were employed in a variety of types of positions (See Appendix C). But the 24 Americans among the 25 who graduated the following and final year of this project (1974) were employed in positions relating the education of deaf-blind children and youth. These positions were located in 18 different

states (See Appendix C).

To determine how well the program is doing not only should there be a determination of the positions which the students accepted, but also how well they were able to do the jobs which they accepted. This task would necessitate a comprehensive follow-up program. As this was not possible within the framework of this project period, competencies were set up with various forms of evaluative procedures. The results of these procedures were reported in the final year's report. In essence, the results of this process were very positive. Educators may challenge the validity of the processes used, but experience has demonstrated to the satisfaction of the Boston College staff that the processes themselves demonstrated value as a counseling tool for use with the students and in subjective evaluation of the program itself by the staff.

9. Epilogue

Because the originator and director of this project during its three years of operation, Dr. Best, was deeply engrossed in her new position as Director of Pupil Personnel in the Natick (Massachusetts) Public Schools, the responsibility for the compilation of this report had to be assumed by the director of the Division of Special Education and Rehabilitation.

However, it could not have been consummated without the cooperation and input of Dr. Best herself as well as the current director of the Boston College Deaf-Blind Program, Lawrence Campbell. Also the assistance of staff members who worked close to the program and the students involved such as Dr. Jean Mooney, Dr. Francis Kelly, Mrs. Wilma Hull, Ms. Bonnie Bullard, Ms. Ann Baker were helpful in reviewing the progress of the program. The careful record keeping of Ms. Susan Carp, secretary for the Deaf-Blind program as well as the care and diligence of Mrs. Christine Puzo in the pursuit of necessary people and information also did much to help complete this report.

Much of the success of this program to date was due to the vision and enthusiasm of Dr. Best, but to make a vision a reality the help of a great many people was needed. Thus, credit for its success is due to a great degree to the encouragement and guidance of Ms. Josephine Taylor of the Bureau for the Education of the Handicapped, assistance and counsel of directors and other personnel of the regional centers as well as the teachers in the various regions supervising the students, and the cooperation of the Special Education staff and other involved faculty at Boston College, as well as the assistance of personnel from such facilities as the Meeting Street School, University of New Mexico, etc.

APPENDIX A

Goal VI: The student [illegible]
an ability to assess developmental levels.

Competency	Instructional Activity
.1 Within the first year of the program the student will demonstrate through course work and practicum performance an understanding of the sequential stages of human development (intellectual, emotional, physical and social) in a child 0-12 years of age.	Psychological Assessment of Handicapped Children A six credit course offered to first year students during the first summer session. The course covers human growth and development and considers the team approach to assessment. Direct observations are made at the Developmental Evaluation Clinic at Children's Hospital, Crystal Springs Nursery and other facilities in the eastern Massachusetts area. Students participate in staff meetings and informal discussions with staff in these facilities.
1.2 Within the first year of the program the student will demonstrate through coursework and practicum performance an understanding of the impact of single and multiple handicapping conditions on normal patterns of growth and development including the interrelationship of sensory deficits on perceptual, cognitive and motor development.	Educational Assessment of Children with Learning Problems This three credits course deals with formal and informal means of assessing children with disorders in auditory, language, visual and haptic-motor modalities.
1.3 Within the first year of the program the student will demonstrate a knowledge of the components of valid and reliable formal assessment tools which may be utilized with deaf/blind and multihandicapped children.	Research Methods in Education
1.4 During a practicum experience in the first year of the program, the student will observe and accurately record data on a deaf/blind, multihandicapped child. The student will select, administer and interpret appropriate assessment tools and based on observation and test results, develop an educational plan containing at least three short-range behavioral objectives.	Multihandicapped Education Seminar:Practicum Two full days per week as a teacher aide with multihandic children at the Campus School, Boston College or Perkins School for the Blind. Two evenings of work in a recreation program at Perkins School for the Blind or another facility for the handicapped in the greater Boston area, along with recreation duty at the Perkins School every sixth weeken

oal #2 **The student will exhibit an understanding of the broad area of communication (development and disorders) in normal and handicapped children**

Competency	Instructional Activity
.1 During the first year of the program the student will demonstrate a knowledge of language development by analyzing a case study of a language disordered child in terms of phonological, syntactical and semantic development.	<u>Seminar in Communication I: Theory and Practicum</u> 6 credits -Language development in normal children -Language disorders -Hearing: Normal and impaired functioning with an understa of the effect of loss on language. Methods of evaluating loss and of helping children to make maximum use of residual hearing. -Speech development in normal children -Speech development in retarded children -Speech development in deaf children
.2 Given a model of the human ear the student will identify and define the function of all parts, as they relate to the process of hearing.	
.3 Given an audiogram the student will identify the types and extent of hearing loss and its educational significance.	<u>Seminar in Communications II: Theory & Practicum</u> 3 credits -Body Language -Natural gestures -Fingerspelling -Sign Language
.4 The student will demonstrate the ability to identify various types of hearing aids and understand their functions and maintanance.	<u>Introduction to Language Disorders</u> A 3 credit course dealing with specific and severe language disorders in multihandicapped children. Special attention will be given to such areas as sucking, swallowing, therapeutic handling and stimulation techniques.
.5 During the practicum phases of the program the student will demonstrate successful use of the following techniques for the development of communication skills in deaf/blind and multihandicapped children: -auditory training -auditory stimulation -speech reading -body language -natural gestures -Fingerspelling -American Sign Language -Signed English	During the first year of the program, students are provid with practicum experiences in the Speech and Hearing Clinics of Children's Hospital and Kennedy Memorial Hospital and educational settings which utilize manual, oral and/or total communication.

Goal #3 The student will demonstrate an understanding of the [illegible] common conditions contributing to a permanent visual loss and assessment and remediation devices for the low vision student.

Competency	Instructional Activities
3.1 Given a model of the eye, the student will successfully identify and describe the functions of each major part and the relationship of the eye to the central nervous system.	**Visual Handicaps and Education - 2 credits** Considers implications of blindness, partial vision and perceptual-motor deficits in the education of deaf/blind children. Includes a basic study of eye structure and functions, common anomalies, techniques of testing vision and effects of blindness on sensori-motor development. Stimulation of residual vision through aids and techniques is stressed.
3.2 Through coursework and practicum performance, the student will demonstrate a knowledge of standard measurement devices and the data which they yield.	
3.3 Given an ophthalmological report, the student will be able to identify the type and extent of visual loss and its educational significance.	**Problems of Teaching the Visually Handicapped Child** 3 credits Specialized strategies for teaching blind and partially sighted students with additional handicaps.
3.4 The student will demonstrate through practicum experiences at the Vision Rehabilitation Clinic and coursework, a consumer knowledge of various types of optical aids prescribed to maximize residual vision and the criteria for referral to a low vision clinic.	Practicum: During the first year of the program the students participate in clinical evaluation of low vision patients at the Vision Rehabilitation Clinic, Boston University Medical Center under the direct supervision of the clinical director who is a part-time faculty member in the Division of Special Education and Rehabilitation.
3.5 The student will demonstrate an understanding of the educational assessment of visual functioning by developing and utilizing a set of materials for visual assessment and stimulation of visually handicapped children with concomitant disabilities.	

Goal 4 - In a [illegible]
implement an appropriate educational program for one or more deaf/blind, multihandicapped children.

Competency	Instructional Activities
4.1 Within the student teaching assignment in the first year of the program, the student will choose one or more children with whom the following strategies will be performed: -task analysis -programmed instruction -behavior modification -individualized instruction -stimulation techniques including visual, auditory and tactile	Seminar in the Education of the Multihandicapped - 3 cr An overview of educational programs for the multihandicapped with special attention to programs and problems of the child who is sensorily deficient. Examines the field from the point of view of education as continuum from birth to death: case finding, evaluat and diagnosis, pre-school and home services, residentia and public school classes, pre-vocational planning, and establishment of realistic long-range goals for each individual.
4.2 Within the first year of the program, the student will assess the developmental level of one or more children in the following areas: -activities of daily living -physical movement patterns -materials to stimulate movement and imagination -play	Working with Parents - 3 credits Techniques and modes for developing effective communication with parents of handicapped children.
4.3 Within the second year of the program, the student will plan and implement a program to modify a child's behavior. The student will also be able to state in writing the rationale for the behavior modification program.	Teaching the Multihandicapped Child - 3 credits Student Teaching - 6 credits Techniques of observation, recording progress, an evaluation; behavior modification, task analysis and prescriptive teaching; teaching machines and programme instruction; development of motor patterns and stimula techniques in working with the multihandicapped child. Practicum provides directed experience in the use of the techniques described above and is conducted in a variety of educational settings.
4.4 Within the second year of the program the student will demonstrate in written form a knowledge of the types of programs and adaptive educational techniques used with various types of exceptional children who require specialized treatment.	Behavior Modification in the Classroom - 3 credits An introductory course in the principles of behav modification and their practical application in struct classroom behavior.
4.5 During all of the student teaching assignments the student will accurately assess in writing the achievement level of children in the class.	

4.6 By the end of the first year of the program, the student will accurately transcribe a minimum of five pages of literary Braille with a minimum of 3 errors per page. The student will also display proficiency in reading grade 2 literary Braille.

4.7 Given educational and sociological data on a group of multihandicapped children, the student will successfully design an appropriate educational environment including a scale model and manual containing educational specifications.

4.8 During a student teaching assignment, the student will demonstrate the ability to design and implement a program of teaching strategies for parents to use at home.

4.9 Through a structured group interaction (Interpersonal Relations), the student will gain greater insight into self and peers in both social and professional encounters.

4.10 During the final week of each student teaching assignment, the student, the cooperating teacher and the college supervisor will complete an evaluation form regarding personal effectiveness of the student and discuss this data.

The Infant and Pre-School Exceptional Child - 3 credits
Practicum - 3 credits

Techniques of stimulating learning in infants and pre-school exceptional children. A survey of methods currently in use with a discussion of the philosophical and psychological rationale behind them. The role of the parent educator will be explored.

Clinical practicum in the education of the young handicapped child conducted at summer programs operated by the regional centers for services to deaf/blind children.

Practicum:
3-5 full days per week during the first year
6-8 weeks summer following the first year
8 weeks 1st semester of the second year
(see narrative and appendix for full list of practicum

Interpersonal Relationships - 3 credits

Focuses on the student teacher and his ability to live and work with other people. This course will help the student look at himself and choose those social techniques which will increase his effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people.

This course is being extended to two semesters with no increase in credit. It is offered on a Pass/Fail basis.

Remedial Strategies - 3 credits- Theory and Practicum

Theory and Practicum are designed to demonstrate and provide experiences which can be measured in the competencies listed:

a. task analysis
b. prescriptive teaching
c. programmed instruction
d. individualized instruction
e. assessment and stimulation of visual, audi and haptic areas
f. behavior modification

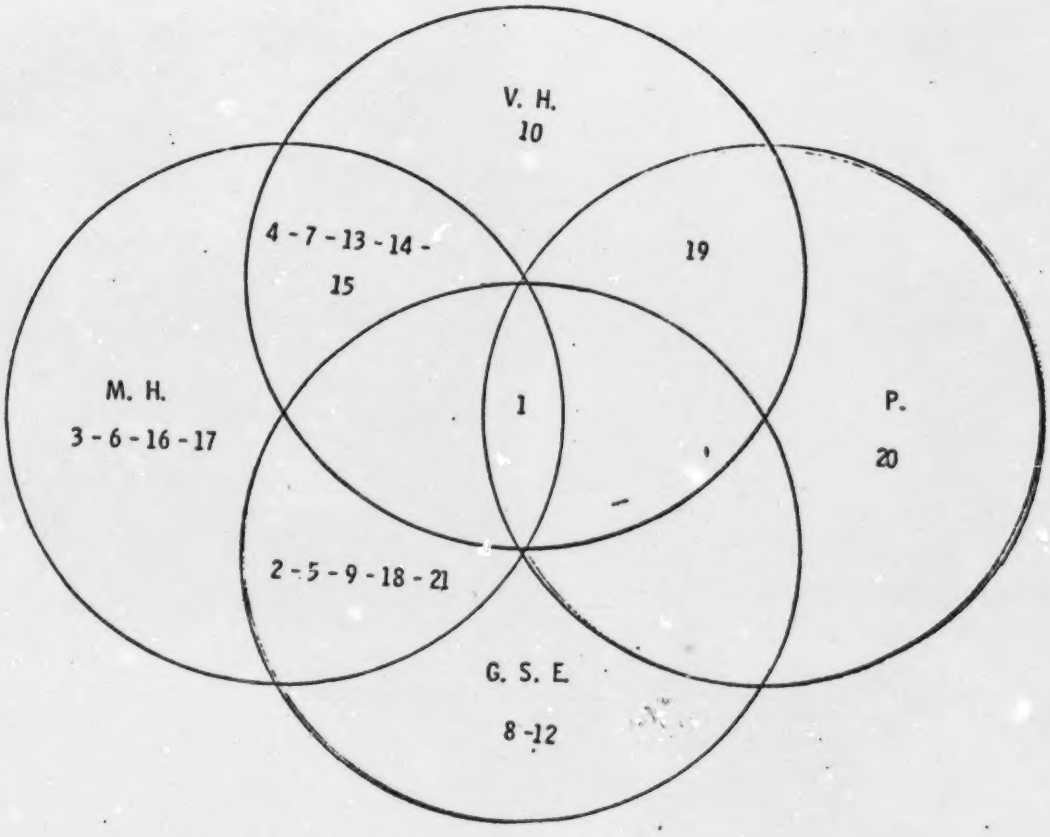
Practicum phase will be carefully directed and supervis to insure each student the maximum opportunity to develop skills.

children utilizing a combination of one or more [illegible]

Competency	Instructional Activity
5.1 The student will be able to describe positive and negative elements related to all major program prototypes based on factors such as: -functioning level of the child -home environment -community resources -financial resources -geographical location -regional priorities, etc.	<u>Organization and Administration of Classes and Programs for Multihandicapped Children</u> - 3 credits Considers existing programs for the multihandicapped child. Examines real situations from decision-making positions. Administrators for centers and services to multihandicapped children will be brought in to discuss current problems and future plans for their regions. The cultural differences of various parts of the United States will be explored with emphasis on their educational implications. The needs of minority groups will be examined.
5.2 The student will demonstrate during a second year practicum experience, the ability to organize a parent group to effectively plan for behavioral management in the home.	<u>Internship and Seminar</u> - 6 credits Each student will serve two different seven-week internships with an area coordinator for deaf/blind services. The problems of the different areas will be emphasized during these experiences. A log will be kept for use during the seminar.
5.3 The student will demonstrate through course work in the second year of the program, a knowledge of the characteristics of a system and organizational strategies for the management of a system. -team building -role analysis techniques -intergroup team building -grid organization development -process consultation interventions -life and career planning interventions	At the conclusion of the Internship experience, the students will return to Boston College for a seminar period during which time the several experiences will be discussed and evaluated with recommendations and questions noted. The seminar results will be shared with the coordinator involved in the experience under discussion. No criticism or judgement of the centers is implied or intended. The material will be for study, growth and development of all involved. We would hope that the coordinators would feel themselves fully as important as the university in this phase of the professional program.
5.4 During a practicum phase in the second year of the program the student will develop a case study of an existing organizational entity in terms of: -appropriate OD interventions -system analysis -recommendation for organizational change	

APPENDIX B

EDUCATOR, and PERIPATOLOGY PROGRAMS (for specific list for each program see appendix)



1. Campus School - the Division's own school for multihandicapped children and youth.
2. U.A.P. - Boston College is Children's Hospital's Special Education affiliate.
3. Speech and Hearing Clinic - Children's Hospital.
4. Perkins School for the Blind - has a deaf-blind unit.
5. Gaebler School - state school for E.D. children.
6. Learning Center for Deaf Children - a school utilizing total communication.
7. Meeting Street School - for children with special learning disabilities.
8. Industrial School for Crippled Children - a local private school for physically handicapped children.
9. Walter E. Fernald State School - a school for retarded children - also includes a blind unit.
10. Boston Center for Blind Children - includes E.D. blind children.
11. Public school - D.C. Centers (see appendix)
12. Public Schools - special and regular classes in Massachusetts in addition to the centers (No. 11)
13. Public schools outside of Massachusetts.
14. Special schools and Centers for handicapped children - nationally. m H
15. Protestant Guild for the Blind Learning Center.
16. Sunlight House - local center for multihandicapped children, youth, and adults.
17. Crystal Springs Nursery - local residential setting for multihandicapped children.
18. Boston University Vision Rehabilitation Clinic
19. The Carroll Center for the Visually Handicapped.
20. Hebrew Rehabilitation Center - a center for the aging

Mid-Atlantic Regional Center for Deaf-Blind Children
Division for Exceptional Children
Department of Public Instruction
State of North Carolina
Raleigh, North Carolina 27605

Southwestern Region Deaf-Blind Center
c/o Division of Special Education
California State Department of Education
721 Capitol Mall, Room 124
Sacramento, California 95814

Southeast Regional Center for Deaf-Blind Children
Alabama Institute for the Deaf and Blind
P.O. Box 268
Talladega, Alabama 35160

Mid-Atlantic (North) and Caribbean Regional Deaf-Blind Center
c/o The New York Institute for the Education of the Blind
999 Pelham Parkway
Bronx, New York 10469

Area Centers for services To Deaf-Blind Children
c/o Callier Hearing and Speech Center
1966 Inwood Road
Dallas, Texas 75235

Midwest Regional Center for Services to Deaf-Blind Children
c/o Michigan State School for the Blind
715 Willow Street
Lansing, Michigan 48906

Mountain Plains Regional Center for Services to Deaf-Blind Children
1346 Lincoln Street
Denver, Colorado 80203

New England Regional Center for Services to Deaf-Blind Children
Perkins School for the Blind
175 N. Beacon Street
Watertown, Massachusetts 02172

Northwest Regional Center for Deaf-Blind Children
3411 South Alaska Street
Seattle, Washington 98118

Internships (final practicum) are provided through the cooperation of several of the regional coordinators for services to deaf-blind children and through the assistance of the Bureau of Education of the Handicapped.

Los Lunas Hospital and Training School
P.O. Box 208
Los Lunas, New Mexico 87031

Doraville Early Learning Center
3932 Flowers Road
Doraville, Georgia 30040

Lindberg Center
Special Education Department, U.S.V.I.
Department of Education, U.S., V.I.
St. Thomas, Virgin Islands

Meeting Street School
75 Charles Field Street
Providence, Rhode Island

Vermont Association for the Crippled
Rutland, Vermont

Programs for Children
2600 Marble, N.E.
Albuquerque, New Mexico

National Childrens Center
Washington, D.C.

Overbrook School for the Blind
Philadelphia, Pennsylvania

Oak Hill School for the Blind
Hartford, Connecticut

Maryland School for the Blind
3501 Taylor Avenue
Baltimore, Maryland 21236

Murdoch Center
Butner, North Carolina 27509

Hope School
50 Hazel Lane
Springfield, Illinois 62703

Anchorage Borough School District
Deaf-Blind Unit
Anchorage, Alaska 99504

APPENDIX C

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Graduate of Program	Job Placement	Location of Job
Alexander, Margaret	Deaf/Blind Program	Albuquerque, N.
Backus, Elaine	Perkins School f/t Blind	Watertown, Mass
Balboni, Patricia	State Dept. of Education	New Hampshire
Barrett, Elizabeth	Sunlight House	Scituate, Mass.
Burnickas, Linda	Supervising Teacher; State School for the Blind	Michigan
Chenard, Jennifer	School for the Blind	Philadelphia, P
Ciborowski, Jean	Multihandicapped Program	Fall River, Mas
Clark, Susan	Public School System	Ankorage, Alask
Cocozzello, Kathleen	Public School System	Albany, New Yor
Cogan, Janice	Perkins School f/t Blind	Watertown, Mass
Collins, Michael	Education Specialist; Mid-West Regional Center for Deaf/Blind	Michigan
Condon, Raymond	Education Program for Multihandicapped	Austin, Texas
Darr, Diana	Colorado School f/t Deaf/Blind	Colorado
de Noto, Patricia	Bethany Program f/t Deaf	Framingham, Mas
Elter, Patricia	Public School; Program for Multihandicapped-Deaf	Washington, D.C
Ferriter, Elizabeth	Program for Deaf/Blind Children in Kauikeolani Children's Hospital	Honolulu, Hawai
Ficociello, Carmella	Education Specialist with Southwest Regional Center at Callier	Texas
Flanagan, Jeralyn	School Department for Deaf/Blind	Washington, D.C
Getman, Howard	Perkins School f/t Blind	Watertown, Mas
Gormley, Helen	Perkins School f/t Blind	Watertown, Mas
Hanna, Cheryl	Oak Hill School	Hartford, Conn
Jones, George	Education Consultant for Department of Education	West Virginia
Just, Evelyn	Department of Education	Nova Scotia
Kavanagh, Jane	Sunlight House	Scituate, Mass
Kennedy, Martin	Child Study Center	Oklahoma City,
Kenney, Ginny	Callier	Texas
Lang, Ellen	Michael Reese Hospital	Chicago, Illin
Lodi, Robin	National Children's Center	Washington, D.
Madden, Rose Therese	Boston Public Schools	Boston, Mass.
McGoon, Linda	Maryland School f/t Deaf-Blind	Maryland
McMahon, Margaret	Multihandicapped Program	Massachusetts
McMillan, Lindsay	Head of Deaf/Blind Program	Australia
Melia, Ann	School for the Blind	Michigan
Miller, Denise	Multihadicapped Program with City of Boston	Boston, Mass.

Graduate of Program	Job Placement	Location of Jo
Mills (Levine), Barbara	Perkins School f/t Blind	Watertown, Mas
Moran, Martha	Perkins School f/t/Blind	Watertown, Mas
Melanie, Ann	Perkins School f/t Blind	Watertown, Mas
Plasse, Michelle	State Department of Special Ed.	Baltimore, Md.
Reeder, Charles	Colorado School f/t Deaf/Blind	Colorado
Richmond, Laird	Project Director; Las Lunas State Hospital	Las Lunas, New
Riley, Elizabeth	National Children Center	Washington, D.
Riley, Mary Ann	Callier	Texas
Shippee, Janice	Consultant to all Multihandicapped-Deaf for the State (secondary level)	Texas
Smith, Barbara	Perkins School f/t Blind	Watertown, Mas
Smith, Stephen	OUTREACH	Albuquerque, N
Stein, Maggie	Meeting Street School	Rhode Island
Tehan, Dorothy	Deaf-Blind Program	New Jersey
Tierney, Paula	Texas Association f/t Retarded	Dallas, Texas
Titus, Donna	Deaf-Blind Program in Public Schools	New York
Turiansky, Kathleen	Children's Rehabilitation Center	Rutland, Vermo
Van Eck, Linda	St. Louis State School and Hospital in a Deaf/Blind Program	St. Louis, Mo.
Warren, Marcia	Commission for the Blind	New Jersey
Watkins, Ingrid	Deaf/Blind Program	New Hampshire
Weiner, Bonnie	Haddon Hall School	New Jersey
Westover, Linda	Colorado School f/t Deaf/Blind	Colorado
Wheelock, Wendy	Ministry of Education	Nova Scotia
Whitlock, Dorothy	Concord Public Schools	Massachusetts
Yost, Kelly	Colorado School for the Deaf/Blind	Colorado